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## **Primary Sources: Georgia**

**This sample includes the following:**

**Teacher's Guide Cover** (1 page)

**Table of Contents** (2 pages)

**How to Use This Product** (2 pages)

**Lesson Plan** (12 pages)

**Primary Source Document** (1 page)

**Reader** (17 pages)

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# PRIMARY SOURCE READERS



# Georgia

## Teacher's Guide

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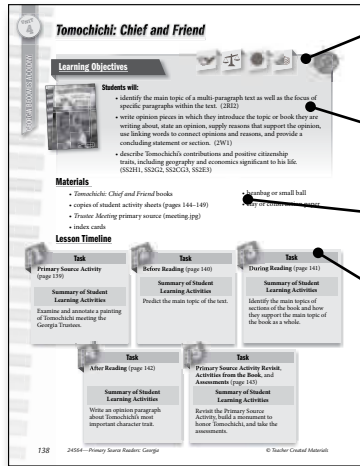
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# How to Use This Product (cont.)

## Overview



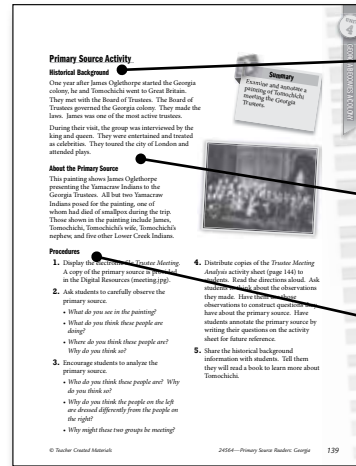
Social studies strand(s)

Learning objectives

Materials

Suggested timeline for lesson

## Primary Source Activity

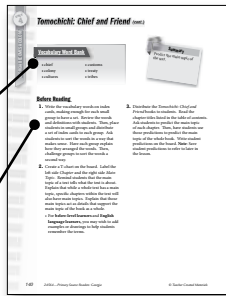


Historical background for the teacher

About the primary source

Primary source activity—question development and analysis

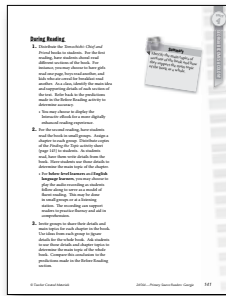
## Before Reading



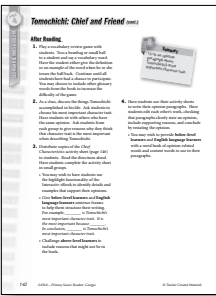
Vocabulary word bank

Vocabulary activity

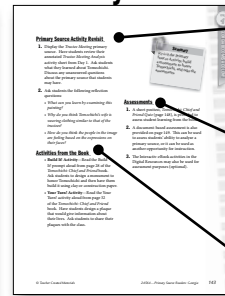
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## After Reading



## Primary Source Activity Revisit

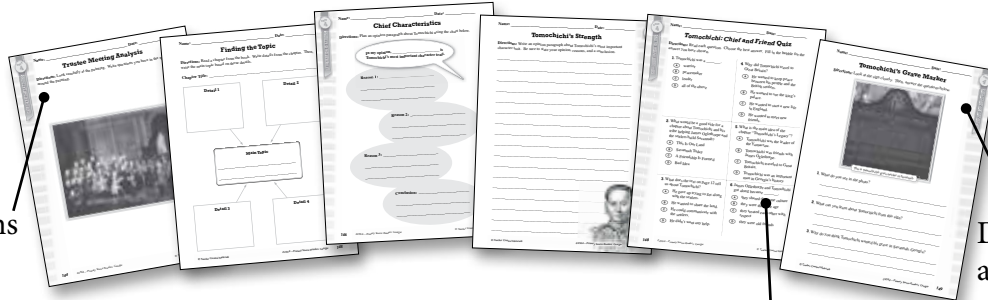


Primary source activity—reflection

Assessments

Activities from the book

## Student Activity Sheets and Assessments



Clear directions

Document-based assessment

Multiple-choice quiz with text-dependent questions

# How to Use This Product (cont.)

## Assessment

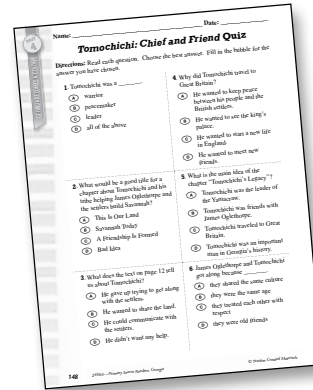
*Primary Source Readers* offers multiple assessment opportunities. You can gain insight into student learning through multiple-choice quizzes, small-group observations, analysis of written assignments, and a culminating activity. These formal and informal assessments provide you with the data needed to make informed decisions about what to teach and how to teach it. This is the best way for you to know who is struggling with various concepts and how to address difficulties that students are experiencing with the curriculum.

**Multiple-Choice Quizzes**—At the end of each lesson in this Teacher's Guide is a quiz with multiple-choice questions. These short assessments include text-dependent questions and may be used as open-book evaluations.

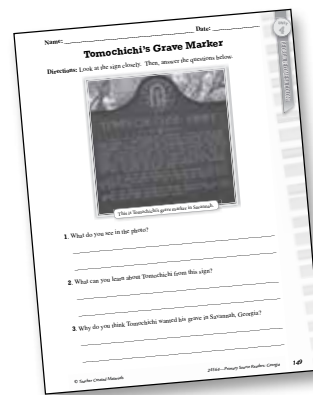
**Document-Based Assessments**—Each lesson includes a relevant document or image and constructed-response questions. These questions guide students in analyzing the primary source to help them develop and strengthen critical thinking skills.

**Culminating Activity**—The culminating activity asks students to apply what they have learned throughout the units in an engaging and interactive way. Students use what they have learned to create new ideas in a real-life context.

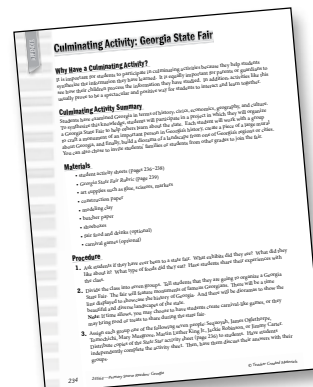
**Progress Monitoring**—There are several points throughout each lesson when useful evaluations can be made. These evaluations can be made based on group, paired, and individual discussions and activities.



Multiple-Choice Quiz



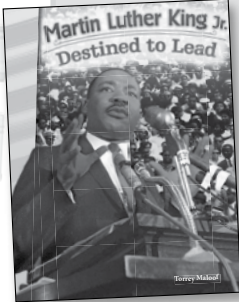
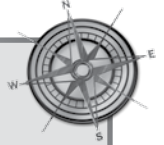
Document-Based Assessment



Culminating Activity

# Martin Luther King Jr.: Destined to Lead

## Learning Objectives



### Students will:

- ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (2RI1)
- recall information from experiences or gather information from provided sources to answer a question. (2W8)
- describe Martin Luther King Jr.'s positive citizenship traits, choices he made over time, and locations significant to his life. (SS2H1, SS2G2, SS2CG3)

## Materials

- *Martin Luther King Jr.: Destined to Lead* books
- copies of student activity sheets (pages 180–185)
- *Voting Rights Act* primary source (rights.jpg)
- sticky notes

## Lesson Timeline

DAY 1

### Task

**Primary Source Activity**  
(page 175)

### Summary of Student Learning Activities

Examine and annotate a photograph of President Lyndon B. Johnson signing the Voting Rights Act.

DAY 2

### Task

**Before Reading** (page 176)

### Summary of Student Learning Activities

Ask questions about the text before reading.

DAY 3

### Task

**During Reading** (page 177)

### Summary of Student Learning Activities

Ask and answer questions about the text, and write a fictional interview with a person from the book.

DAY 4

### Task

**After Reading** (page 178)

### Summary of Student Learning Activities

Ask and answer questions about the text after reading.

DAY 5

### Task

**Primary Source Activity Revisit, Activities from the Book, and Assessments** (page 179)

### Summary of Student Learning Activities

Revisit the Primary Source Activity, write a speech about Martin Luther King Jr., and take the assessments.

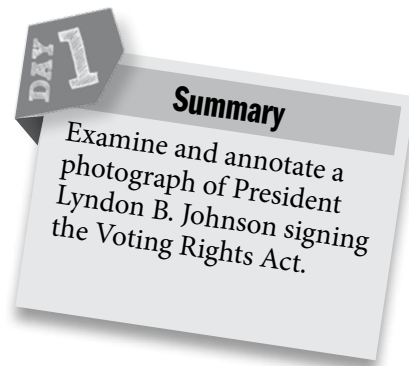
## Primary Source Activity

### Historical Background

At the end of the Civil War, the United States entered a period called Reconstruction (1865–1877). The U.S. government, tried to rebuild the South and make it a part of the Union once again. But everyone didn't get along. New laws, called black codes, kept black voters from casting ballots and took away other rights as well. These laws eventually gave way to Jim Crow Laws that were based on race and further enforced segregation in the South. Jim Crow Laws continued until the signing of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

### About the Primary Source

This photograph shows President Johnson signing the Voting Rights Act of 1965, while others, including Dr. Martin Luther King Jr., watch. The Voting Rights Act sought to overcome racial discrimination in voting in the United States. It made it illegal to deny someone the right to vote based on his or her race.



### Procedures

1. Display the electronic file *Voting Rights Act*. A copy of the primary source is provided in the Digital Resources (rights.jpg).
2. Ask students to carefully observe the primary source.
  - *What do you think is happening in the photo?*
  - *Where do you think this photo was taken?*
  - *When do you think the photo was taken?*
3. Encourage students to analyze the primary source.
  - *Why might these men be wearing suits?*
  - *Who do you think these people are? What might their jobs be?*
  - *Why do you think this photo was taken?*
4. Distribute copies of the *Voting Rights Act Analysis* activity sheet (page 180) to students. Read the directions aloud. Ask students to think about the observations they made. Have them use those observations to construct questions they have about the primary source. Have students annotate the primary source by writing their questions on the activity sheet for future reference.
5. Share the historical background information with students. Tell them they will read a book to learn more about Martin Luther King Jr. and the civil rights movement.



# Martin Luther King Jr.: Destined to Lead (cont.)

## Vocabulary Word Bank

- boycott
- civil rights
- devoted
- memorial
- protests
- segregation

DAY  
2

### Summary

Ask questions about the text before reading.

## Before Reading

1. Write the vocabulary words on the board. Read the words and their definitions aloud. Find each word in the *Martin Luther King Jr.: Destined to Lead* book and read it in context. Help students create student-friendly definitions of each word. Write the definitions on the board or chart paper for future reference.
2. Distribute copies of the *Making Meaning* activity sheet (page 181) to students. Read the directions aloud. Ask them to draw a picture for each word that shows the meaning of that word. **Note:** Have students save their activity sheets to reference later in the lesson.
3. Create a chart titled *Questions About Martin Luther King Jr.* Explain to students that good readers ask questions before, during, and after reading.
4. Display the *Martin Luther King Jr.: Destined to Lead* book. Lead students on a text walk through the book. Ask them to describe what they see in the text features and pictures. Ask students to use those observations to construct questions about the text. Record their questions on the chart.
  - Challenge **above-level learners** to ask wondering questions that begin with *why* and *how*.

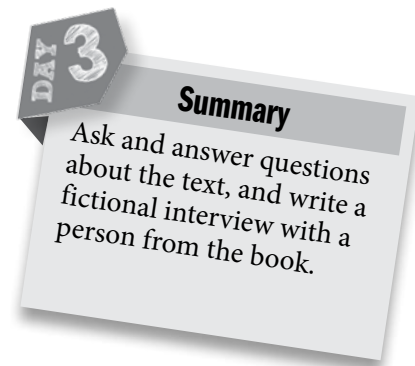
## During Reading

1. Distribute the *Martin Luther King Jr.: Destined to Lead* books to students. Read the book aloud as students follow along for the first read. Pause periodically to point out answers to questions students had or to ask clarifying questions about the text.

- You may choose to display the Interactiv-eBook for a more digitally enhanced reading experience.

2. For the second reading, have students read independently. Remind them that good readers ask questions while reading. Have them identify at least two new questions while they read. Ask students to write their questions on sticky notes and add them to the chart from the Before Reading activity.

- For **below-level learners** and **English language learners**, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recording can support readers to practice fluency and aid in comprehension.

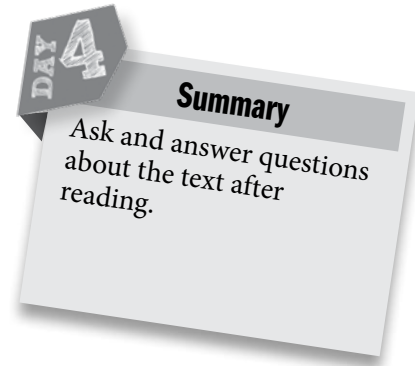


3. Distribute copies of the *Television Interview* activity sheet (page 182) to pairs of students. Read the directions aloud. Ask students to pretend they are television reporters interviewing a person from the book. Allow time for students to write their questions and answers.
4. Ask students to perform their interviews for the class.

# Martin Luther King Jr.: Destined to Lead (cont.)

## After Reading

1. Play a game to review the vocabulary words. Have students walk around the room, looking for a partner with whom they may high-five. Then, have students who high-five say the word, define it, and give examples. Have students continue playing until they have reviewed at least four words.
2. Remind students that good readers ask questions before, during, and after reading. Revisit the chart from the Before Reading activity. As a class, determine which questions were answered by the text.
3. Distribute copies of the *More Resources* activity sheet (page 183) to students. Read the directions aloud. Tell students to write two questions left unanswered by the text. Have them work in pairs or small groups to determine additional resources that could be referenced to find answers.
4. Have students formulate a plan to find answers to their questions. Explain that a plan might include a list of topics to look for at a library or keywords to use in a search of the Internet.
5. Instruct students to write wondering questions about the book. Then, add these wondering questions to the class list.

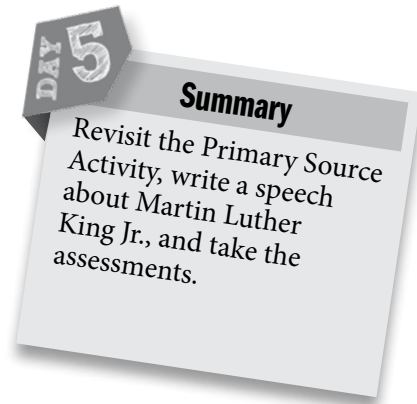


## Primary Source Activity Revisit

1. Display the *Voting Rights Act* primary source. Have students review their annotated *Voting Rights Act Analysis* activity sheets from Day 1. Ask students what they learned about Martin Luther King Jr. and the civil rights movement. Discuss any unanswered questions about the primary source that students may have.
2. Ask students the following reflection questions:
  - *Why do you think this photo is important?*
  - *How do you think these men are feeling? Why do you think so?*
  - *Why do you think there are more men than women in the photo?*

## Activities from the Book

1. **Give It! Activity**—Read the Give It! prompt aloud from page 28 of the *Martin Luther King Jr.: Destined to Lead* book. Ask students to write a speech about Martin Luther King Jr. Write about the qualities that made him an amazing leader. Then, have students recite their speeches to friends or family members.
2. **Your Turn! Activity**—Read the Your Turn! activity aloud from page 32 of the *Martin Luther King Jr.: Destined to Lead* book. Have students write a letter about how we can treat one another fairly. Students should include a picture with their writing as well. Then, allow time for students to share their letters with the class.



## Assessments

1. A short posttest, *Martin Luther King Jr.: Destined to Lead Quiz* (page 184), is provided to assess student learning from the book.
2. A document-based assessment is provided on page 185. This can be used to assess students' ability to analyze a primary source, or it can be used as another opportunity for instruction.
3. The Interactiv-eBook activities in the Digital Resources may also be used for assessment purposes (optional).

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Voting Rights Act Analysis

**Directions:** Look carefully at the photo. Write questions you have in the space around the photo.



# Making Meaning

**Directions:** Draw pictures to show meanings of the words below.

**1.** boycott

**4.** memorial

**2.** civil rights

**5.** protests

**3.** devoted

**6.** segregation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Television Interview

**Directions:** Choose a person from the book. Pretend you are a reporter interviewing that person. Write three questions you would ask him or her. Then, answer the questions the way you think they would.

**Person from the book:** \_\_\_\_\_

**1. Question:** \_\_\_\_\_  
\_\_\_\_\_

**Answer:** \_\_\_\_\_  
\_\_\_\_\_

**2. Question:** \_\_\_\_\_  
\_\_\_\_\_

**Answer:** \_\_\_\_\_  
\_\_\_\_\_

**3. Question:** \_\_\_\_\_  
\_\_\_\_\_

**Answer:** \_\_\_\_\_  
\_\_\_\_\_

## More Resources

**Directions:** Write two questions that can't be answered by the text. Write where you might find the answers. Then, write your plan for finding the answers.

1. **Question:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Where to look:** \_\_\_\_\_

**Plan:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. **Question:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Where to look:** \_\_\_\_\_

**Plan:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

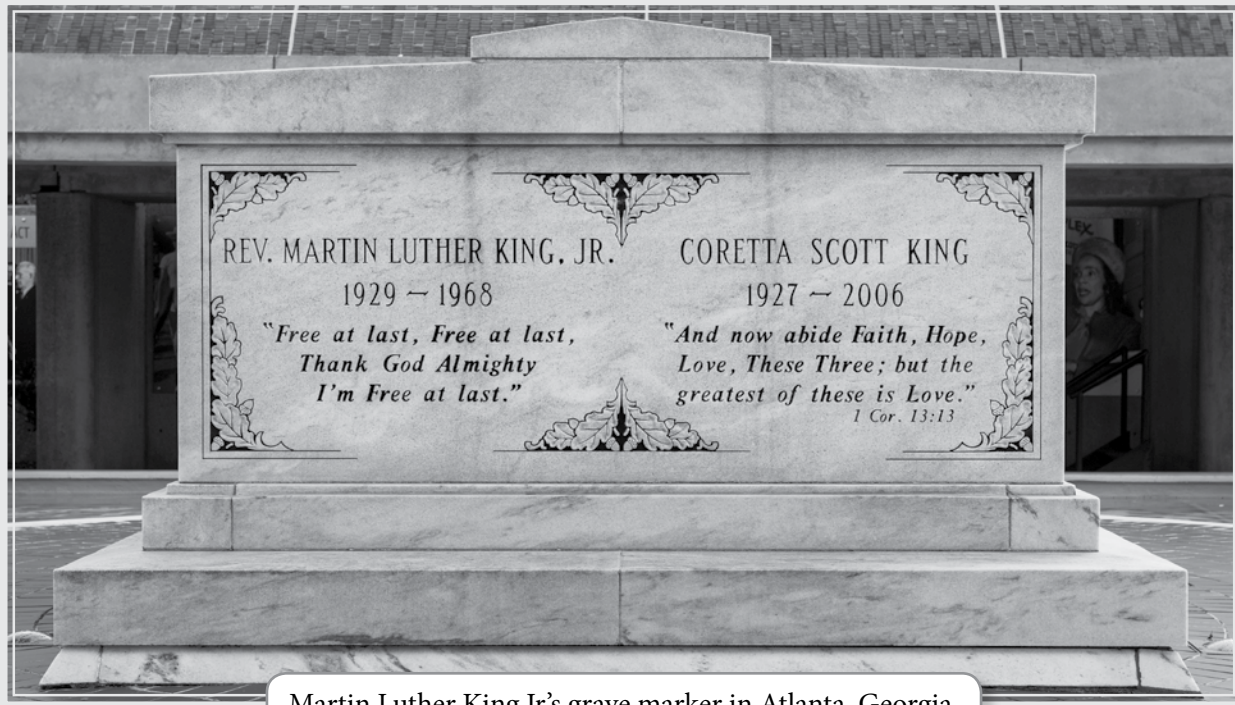
## ***Martin Luther King Jr.: Destined to Lead*** **Quiz**

**Directions:** Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1. What question might a reader ask before reading about Martin Luther King Jr.?
  - (A) Who was he?
  - (B) When was he born?
  - (C) How old was he when he died?
  - (D) All of the above
2. Why was Martin told he could no longer be friends with his best friend as a child?
  - (A) His skin was a different color.
  - (B) He was too old.
  - (C) His friend didn't like him anymore.
  - (D) His friend went to a different school.
3. What question might you ask when reading pages 18–19 of the book?
  - (A) What did his house look like?
  - (B) How old were his kids?
  - (C) What did he think about in jail?
  - (D) What did the restaurant serve?
4. How did Martin Luther King Jr. help Rosa Parks change the laws?
  - (A) He gave a speech.
  - (B) He led a march.
  - (C) He led a boycott.
  - (D) He paid money.
5. What wondering question might a reader ask after reading the book about Martin Luther King Jr.?
  - (A) When was he born?
  - (B) How would the world be different if he were still alive?
  - (C) Where did he live?
  - (D) Where did he go to school?
6. Segregation mainly took place in the \_\_\_\_\_.
  - (A) North
  - (B) South
  - (C) East
  - (D) West

# Remembering Martin Luther King Jr.

**Directions:** Look at the mural closely. Then, answer the questions below.



Martin Luther King Jr.'s grave marker in Atlanta, Georgia.

1. What is the first thing you notice about the grave marker?

---

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2. Why do you think the quotes were chosen for this grave marker?

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3. What can you learn about Martin Luther King Jr. from his grave marker?

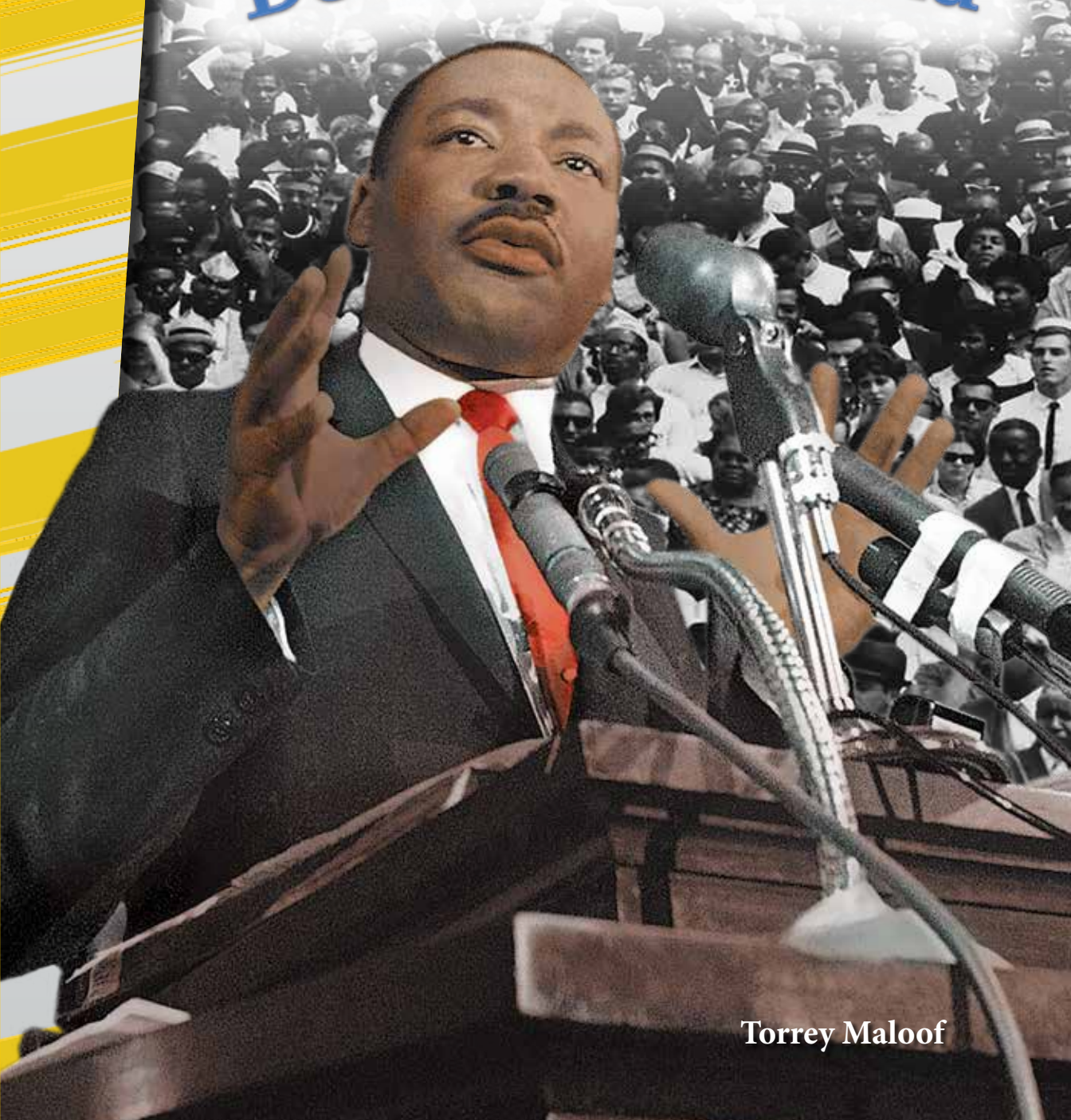
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# Martin Luther King Jr.

## Destined to Lead



Torrey Maloof

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# The Promise

A six-year-old boy stands in the street and cries. He watches as his friend walks away. He was just told they could no longer be friends. Why? He was black. His friend was white.

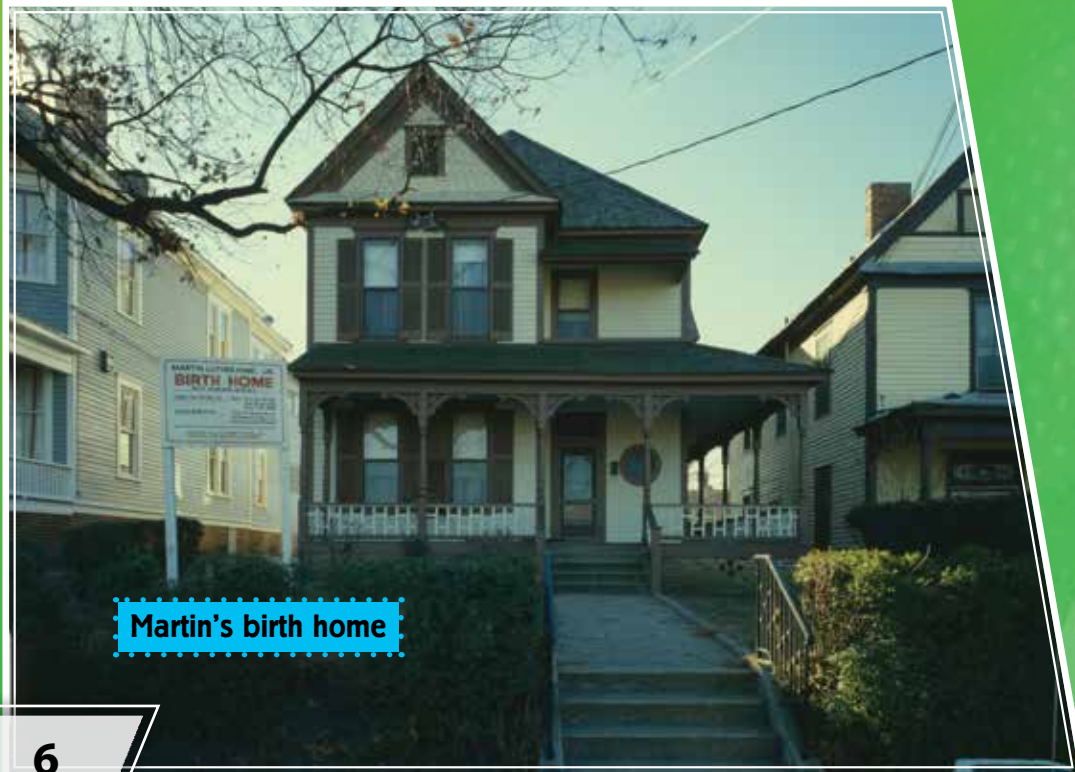
That little boy would grow up to be Dr. Martin Luther King Jr. And he would change the world!



# The Young Dr. King

Martin was born in 1929. He lived in Atlanta with his family. His mother was a teacher. His father was a **minister**. Martin loved his parents dearly. They taught him to be proud. They taught him about **self-respect**.

As a child, Martin was healthy and happy. He had a paper route. He played sports. And he loved spending time with his best friend.



Martin's birth home



Alberta (mother)

Martin (father)

Jennie (grandmother)

Alfred (brother)

Christine (sister)

Martin

Students sing in a segregated school in 1941.

When young Martin started school, he learned that the world was not a fair place. He did not get to go to the same school as his white friend. He had to go to a school for black children.

At that time, white people and black people were kept separate. This was called **segregation** (seg-rih-GAY-shuhn).

### It's the Law!

There were laws that kept **rac**es separate. They couldn't drink from the same water fountains. They couldn't go to the same restaurants or theaters. Laws about segregation were called Jim Crow Laws.

COLORED

WAITING ROOM  
FOR COLORED ONLY.

←  
BY ORDER  
POLICE DEPT.



Martin did very well in school. He even skipped two grades! He finished high school at the age of 15. Then, he went to college. He studied to be a minister.

In 1952, Martin met a special lady. Her name was Coretta Scott. The two fell in love and got married.

### More Learning

In 1955, Martin earned a **doctorate** (DAHK-tuhr-uht). This is the highest type of college degree. That is why he is called Dr. King. He was also given degrees from colleges that wanted to honor his hard work. This picture shows him getting one of those degrees in 1959.

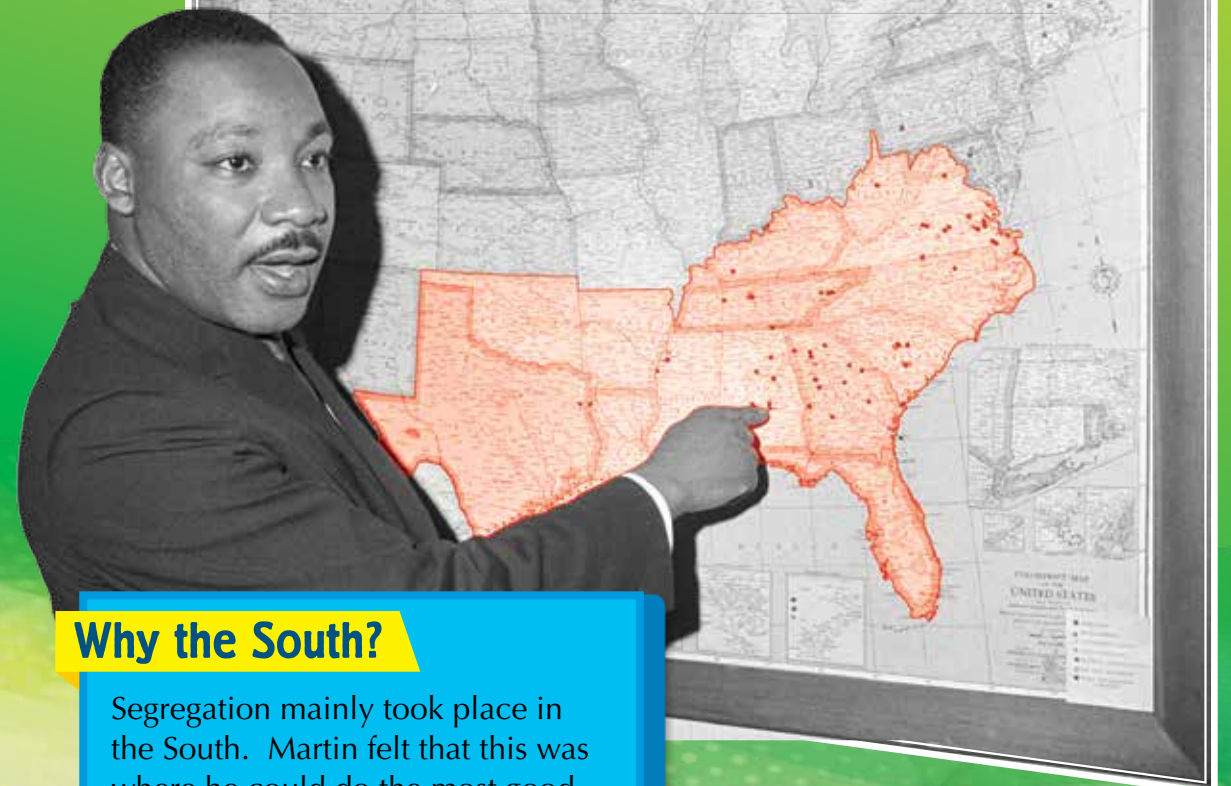


Martin and Coretta had four children: two boys and two girls.

# Leading the Way

The Kings had been living in Boston for some time. But Martin felt he could help more people if he was in the South. So the Kings moved to Alabama.

Martin took a job as a minister. He gave speeches. He was a strong speaker. He spoke about unfair laws. He spoke about **civil rights**. Many listened. He was fast becoming a famous leader.



## Why the South?

Segregation mainly took place in the South. Martin felt that this was where he could do the most good.



Martin speaks with other civil rights leaders.

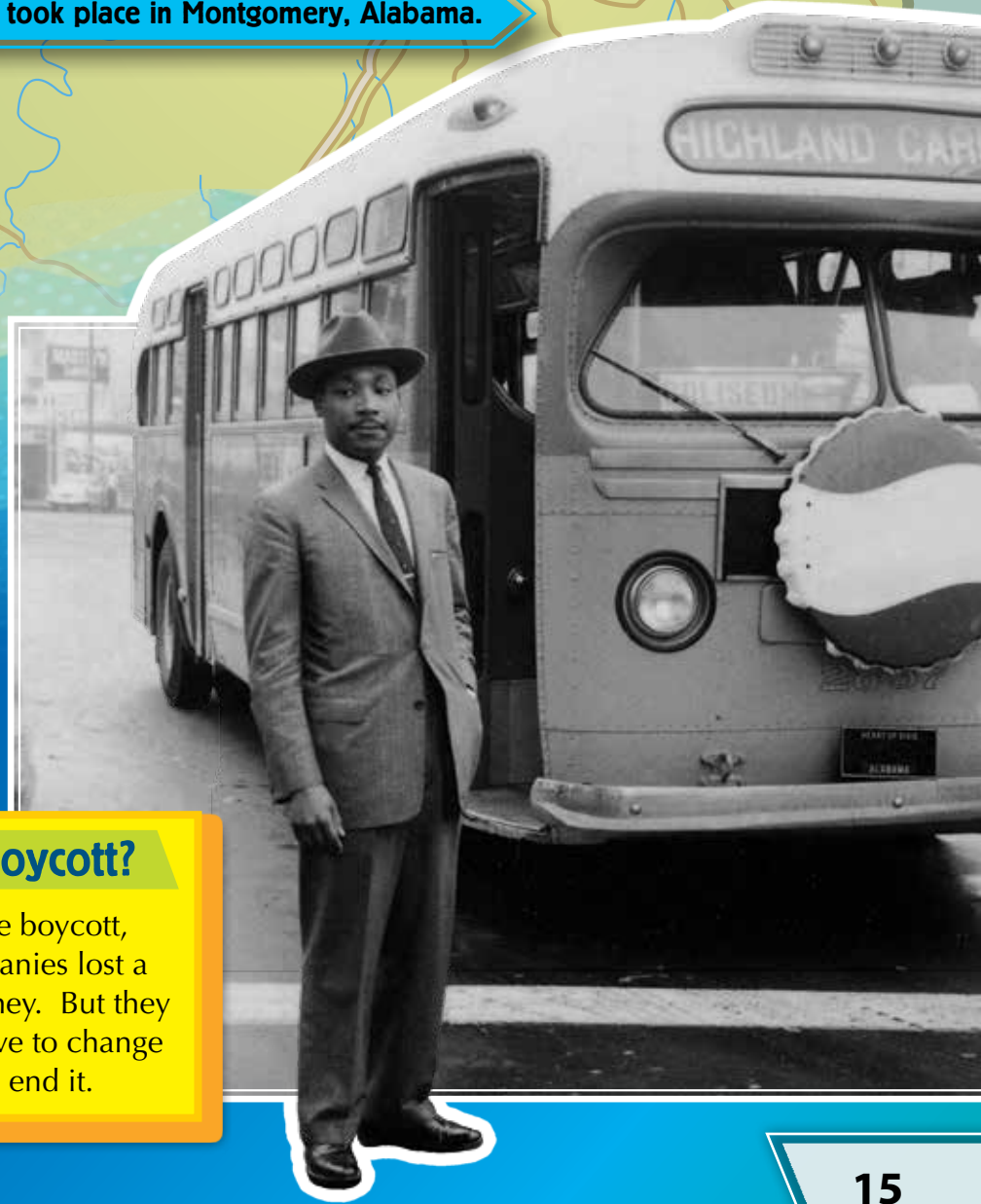


Rosa Parks



Montgomery

The boycott took place in Montgomery, Alabama.



### Why a Boycott?

During the boycott, bus companies lost a lot of money. But they would have to change the law to end it.

One day in 1955, a woman boarded a bus. Her name was Rosa Parks. The law said she had to give up her seat if a white person needed it. She thought this was unfair. She refused to do so. The police took her to jail.

Martin wanted to support Rosa. He asked all black people to stop riding buses. This is one form of a **boycott**.

The boycott worked! One year later, the law was changed. Black people now had the right to sit on buses. They did not have to give up their seats to white people.

Martin wanted to change more laws. He wanted to make the world a fairer place. For the next 12 years, he **devoted** his life to the fight for civil rights.



People board an integrated bus.

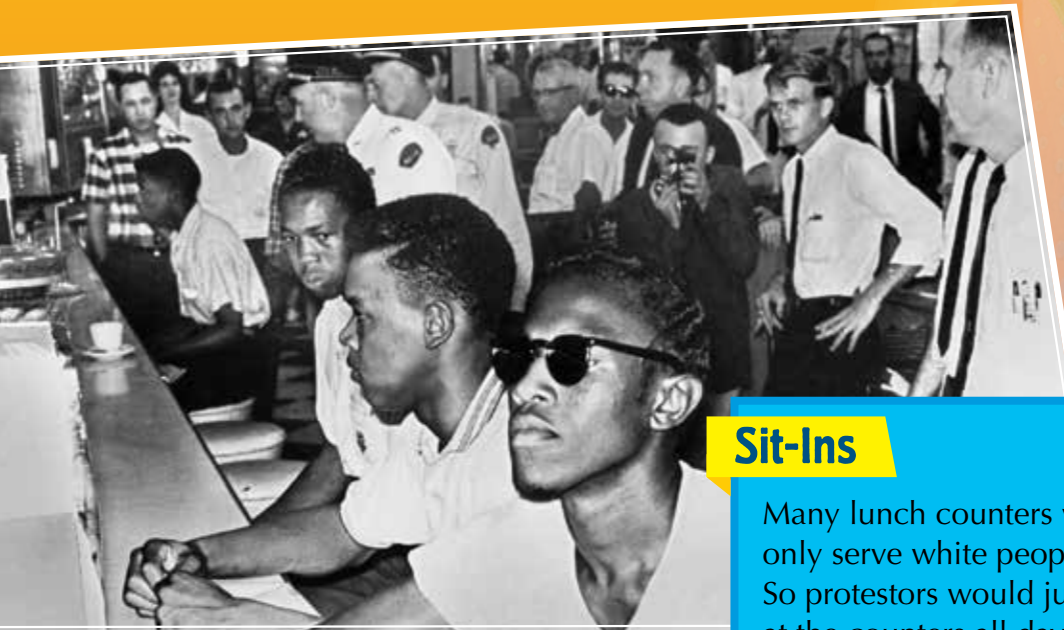


Martin led lots of **protests** and marches. He knew this would bring attention to the civil rights problem.

Many people did not agree with him. He was put in jail many times. But he did not give up. And he did not want others to give up. One day, he wrote a letter from jail. He told people to keep protesting. He asked them to stay peaceful. He said it would lead to change.

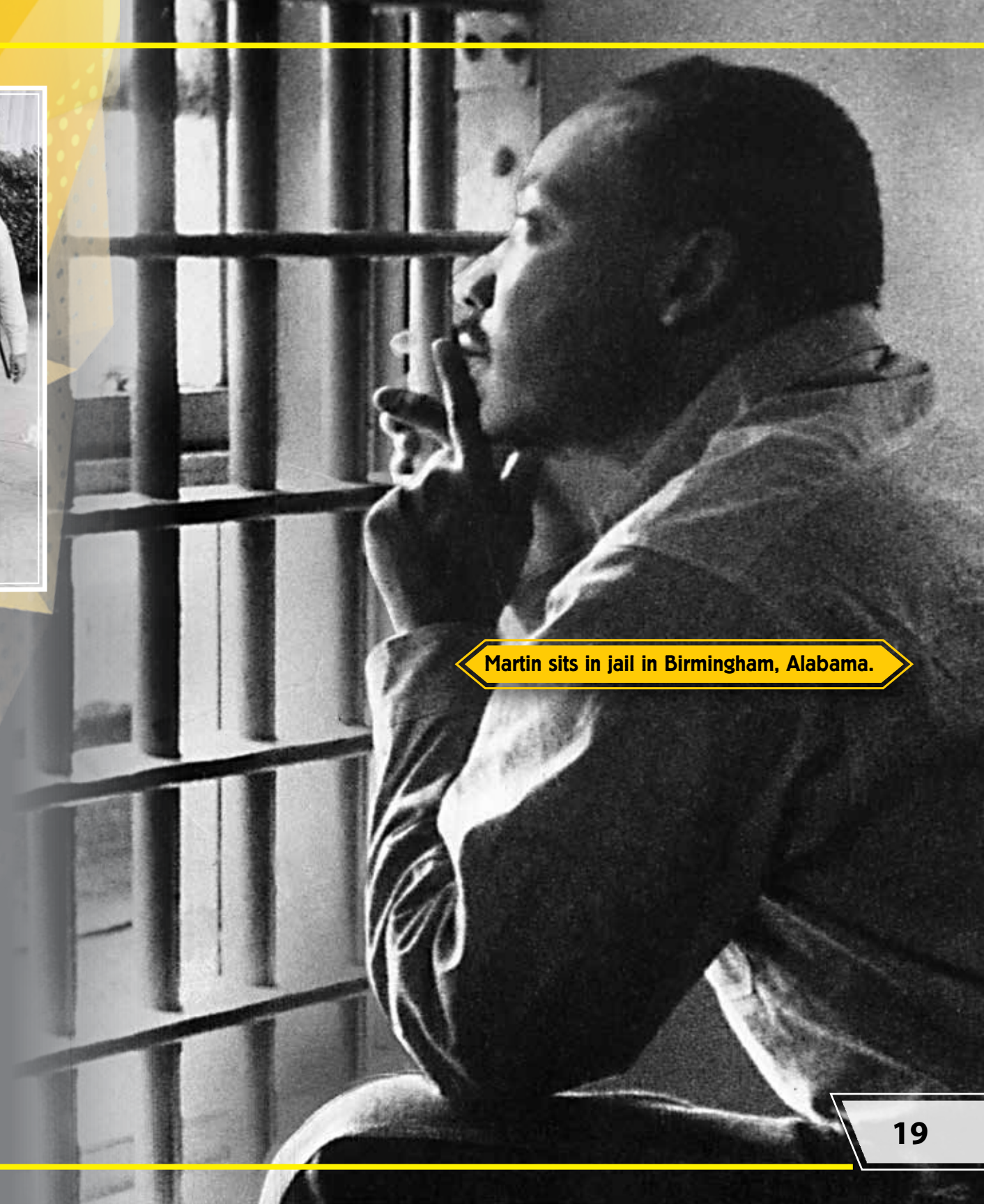


Police officers arrest Martin.



### Sit-Ins

Many lunch counters would only serve white people. So protestors would just *sit* at the counters all day. This was called a *sit-in*.



Martin sits in jail in Birmingham, Alabama.

# The Dream

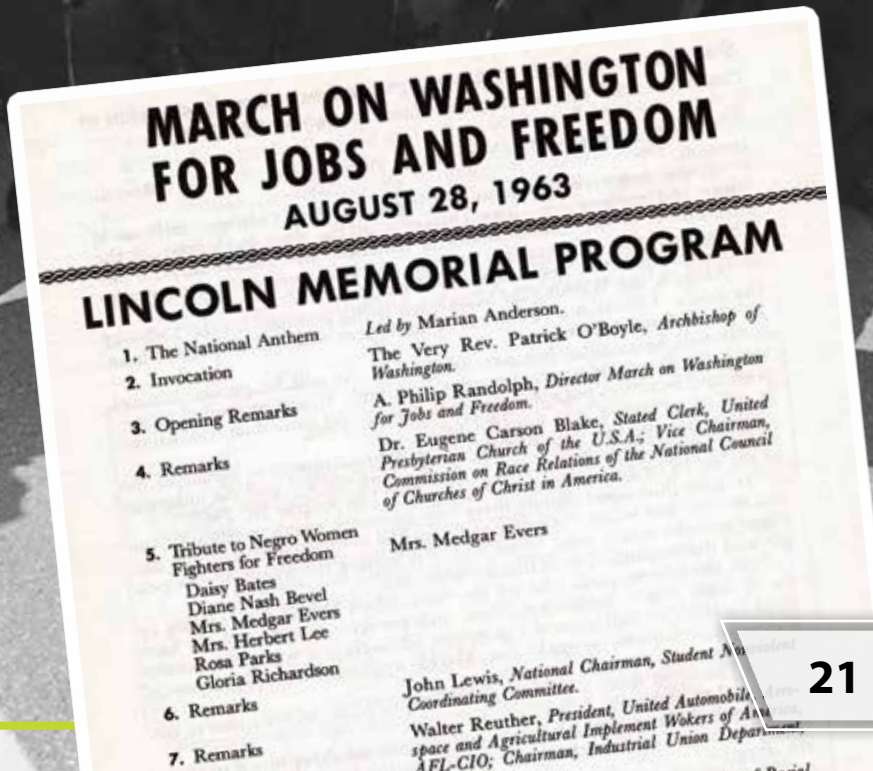
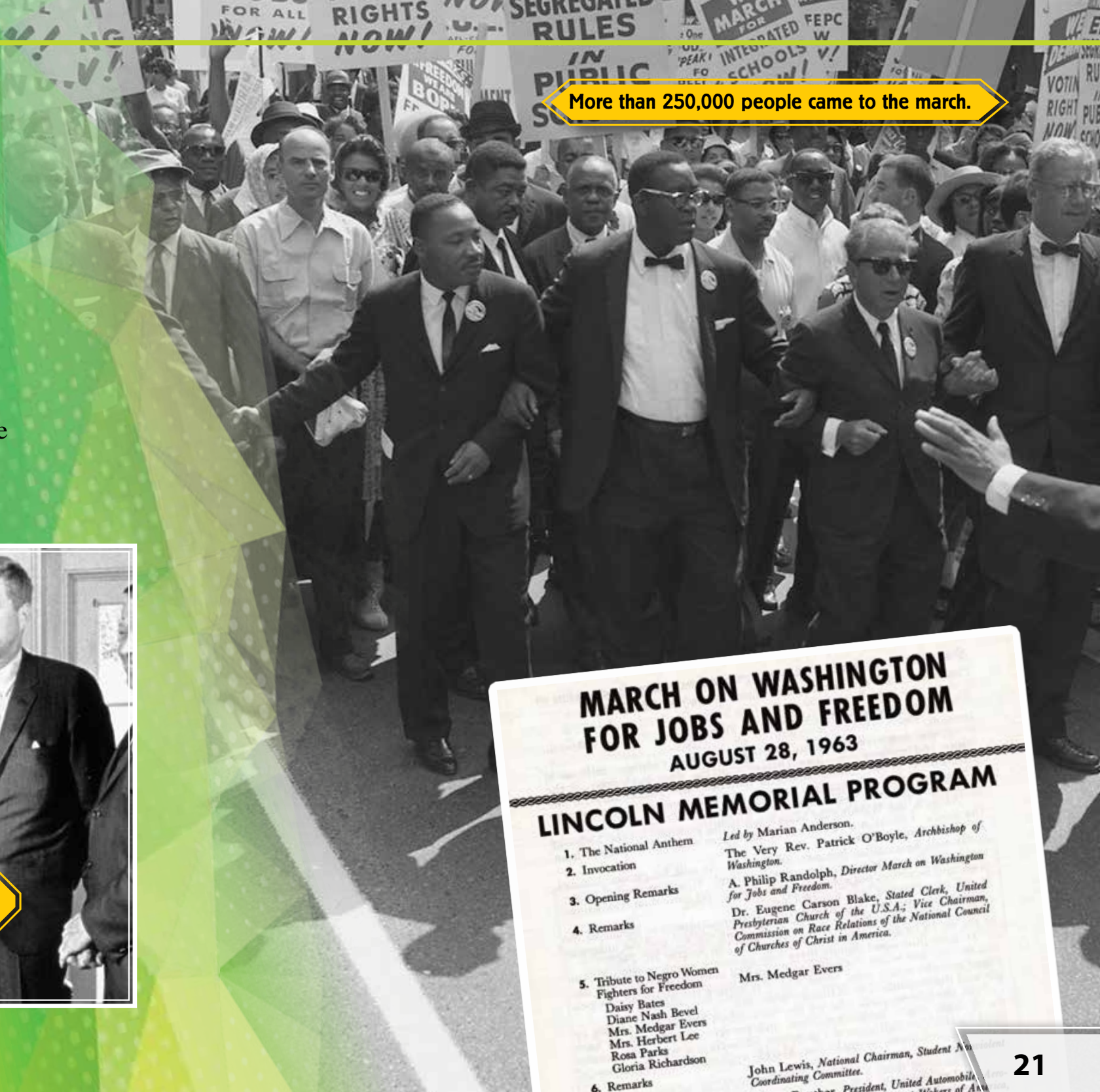
In 1963, Martin led a march. It was going to be his biggest one yet. It was in Washington, DC. This is where the president lives. It is where our laws are made.

The march was to protest unfair laws. It was to tell the world that black people must be treated the same as white people. Everyone should be equal.

More than 250,000 people came to the march.



President Kennedy agreed with many of Martin's beliefs and invited him to the White House.



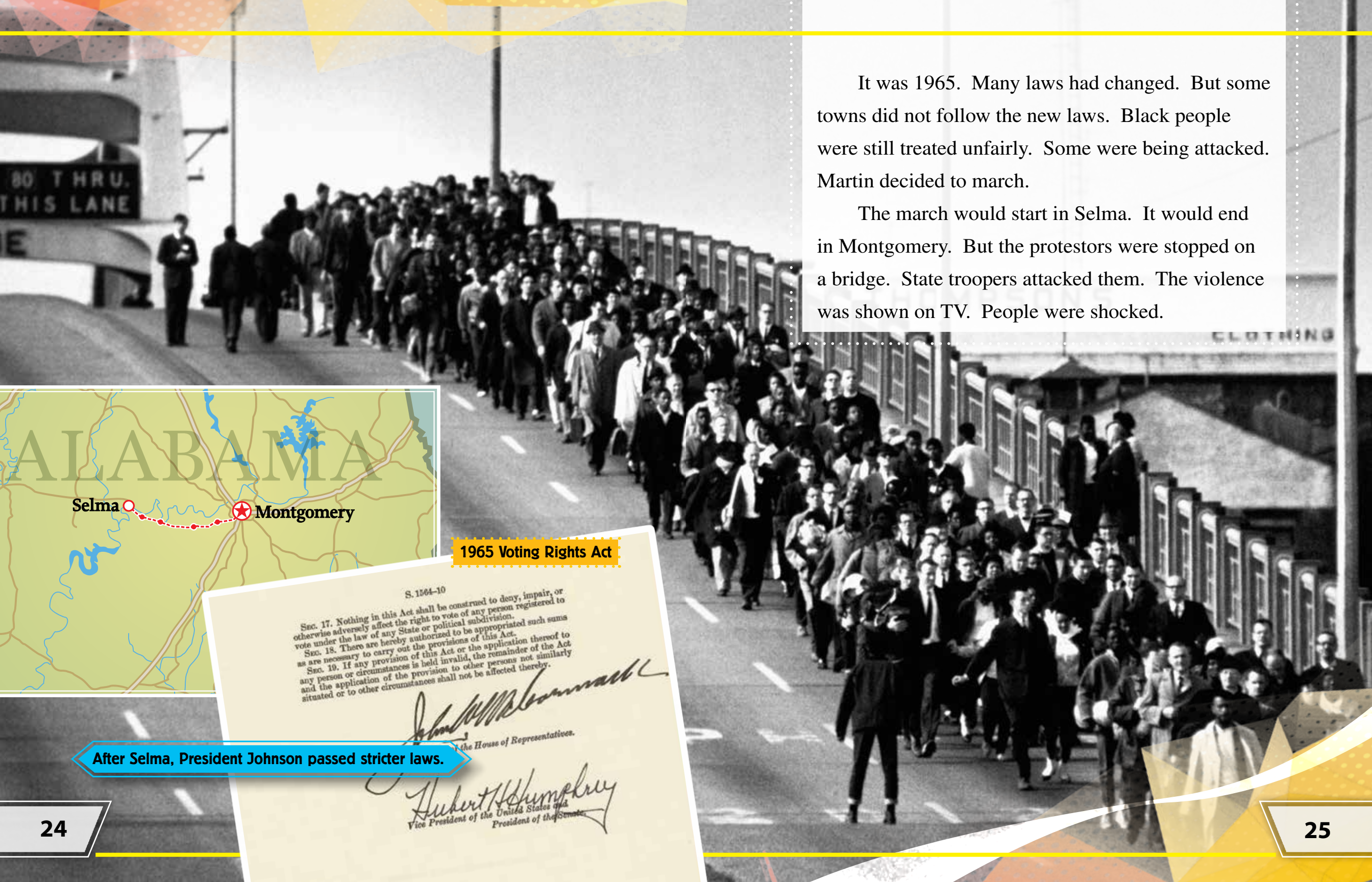


## In His Own Words

“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.” —Dr. King

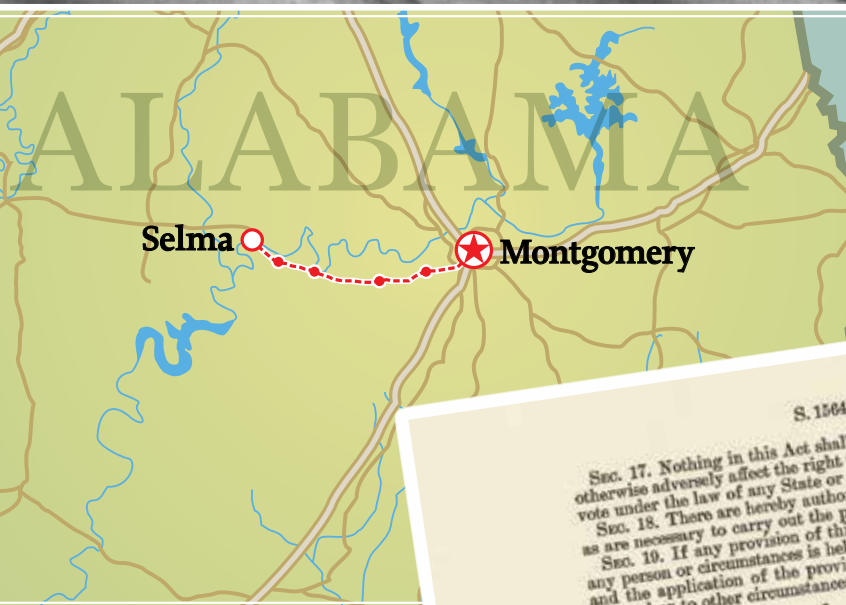
At the march, Martin stood in front of the **Lincoln Memorial**. He gave a famous speech. It would later be known as his “I Have a Dream” speech.

In his speech, Martin spoke from his heart. He talked about his dreams. He talked about freedom and justice. It was his dream that one day all people, black and white, would be treated the same.

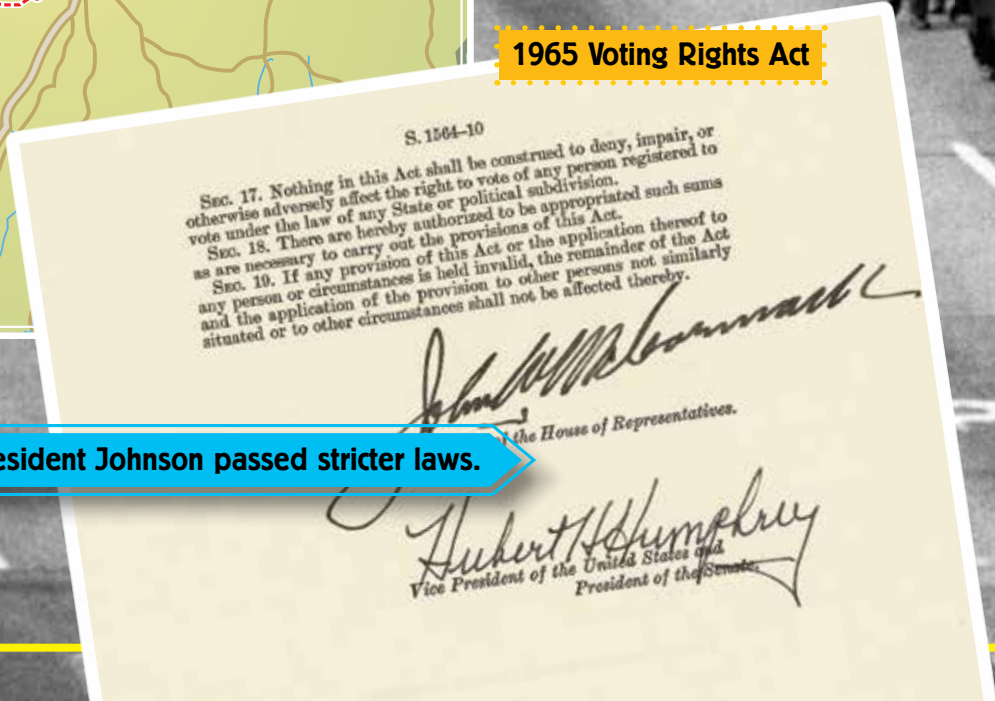


It was 1965. Many laws had changed. But some towns did not follow the new laws. Black people were still treated unfairly. Some were being attacked. Martin decided to march.

The march would start in Selma. It would end in Montgomery. But the protestors were stopped on a bridge. State troopers attacked them. The violence was shown on TV. People were shocked.



**1965 Voting Rights Act**



After Selma, President Johnson passed stricter laws.



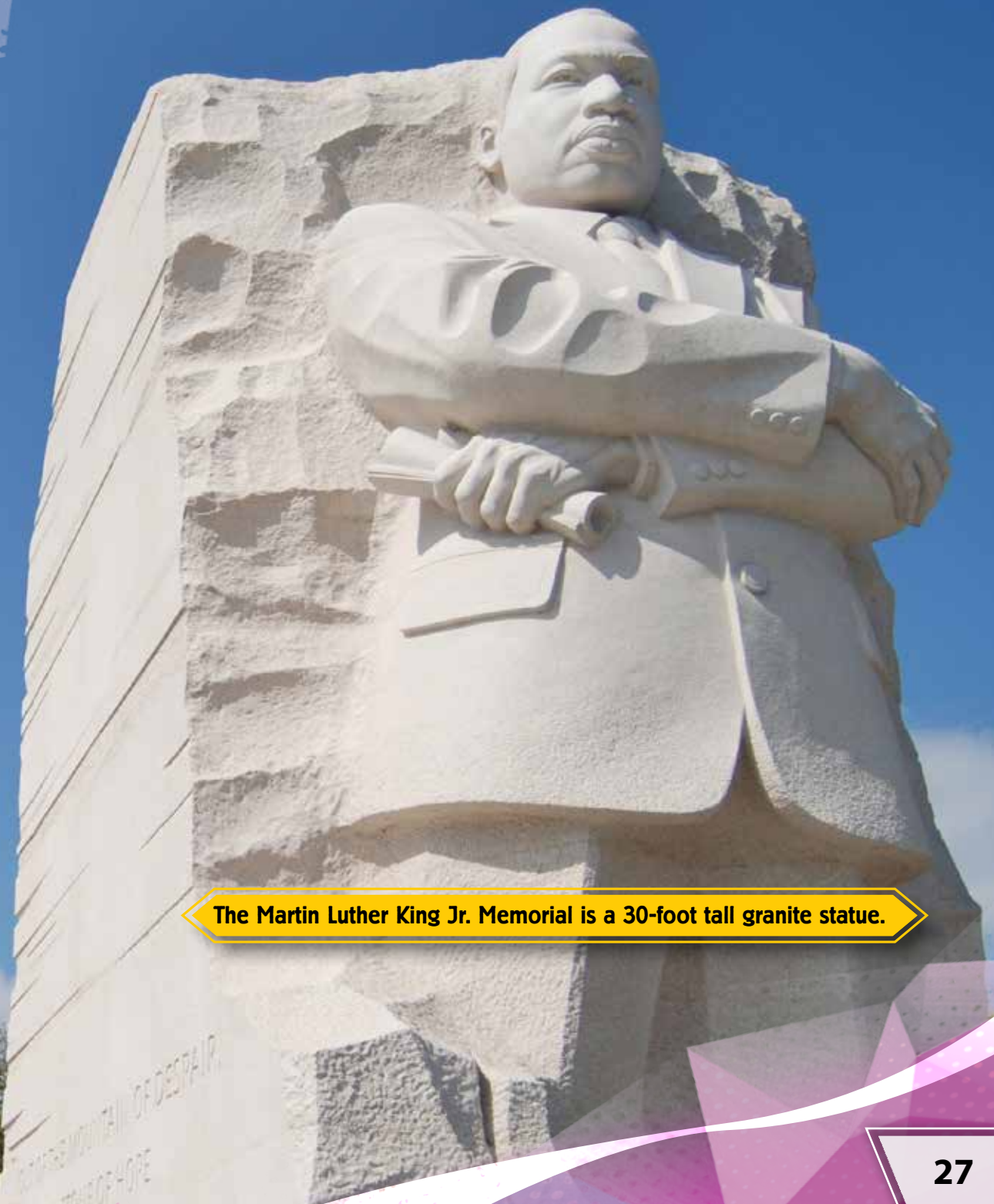
# The Legacy

Martin was a brave man. He led the fight for civil rights with pride and honor. Sadly, in 1968, a white man shot him. Martin died at the age of 39.

Before his death, Martin had a dream that one day all people would be treated equally. He gave his life for that dream. For that, he will be remembered as a true hero.



Martin accepts a Nobel Peace Prize in 1964.

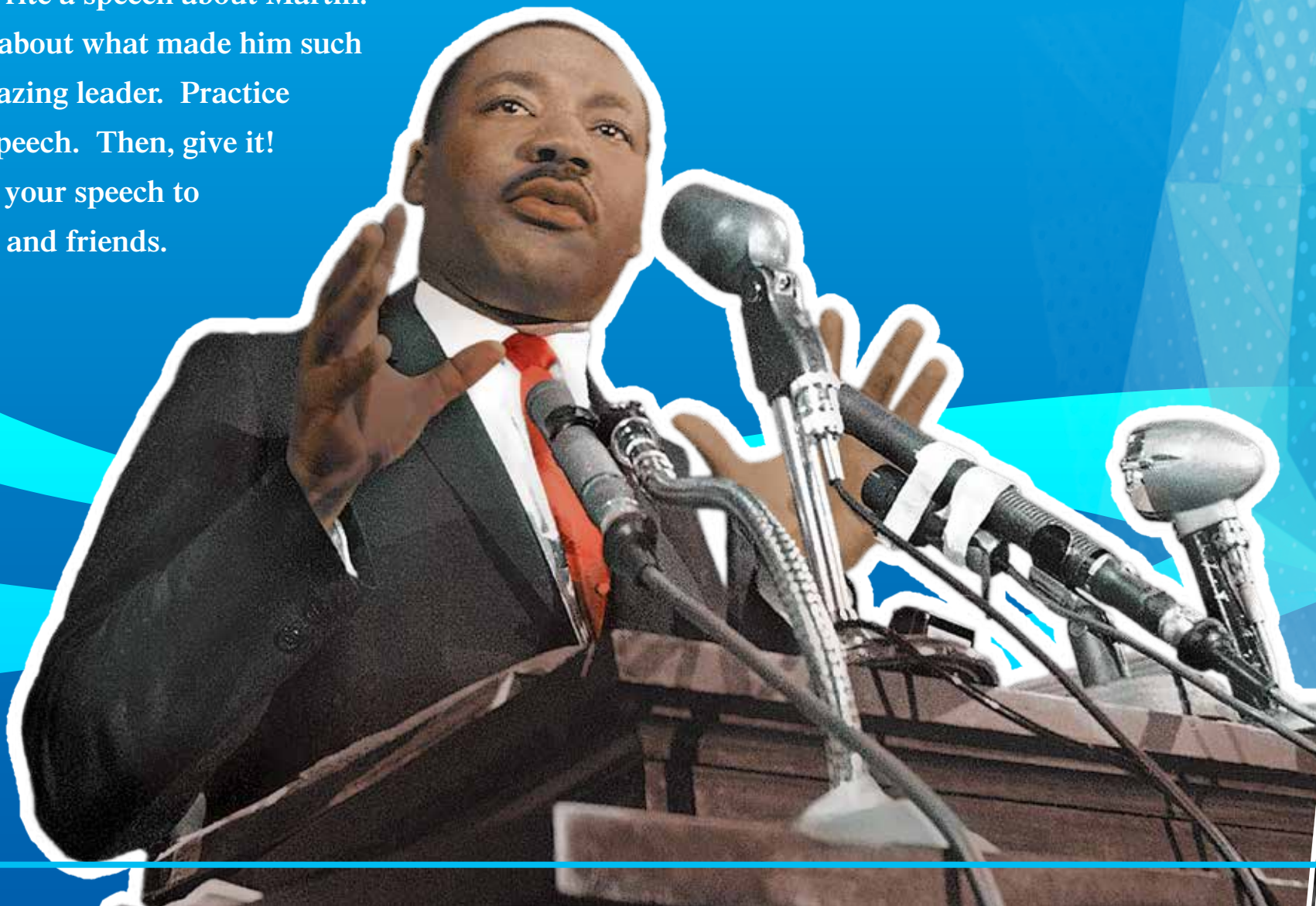


The Martin Luther King Jr. Memorial is a 30-foot tall granite statue.

# Give It!

Martin Luther King Jr. was a strong leader. He gave great speeches. His speeches inspired the young and old.

Write a speech about Martin. Write about what made him such an amazing leader. Practice your speech. Then, give it! Recite your speech to family and friends.

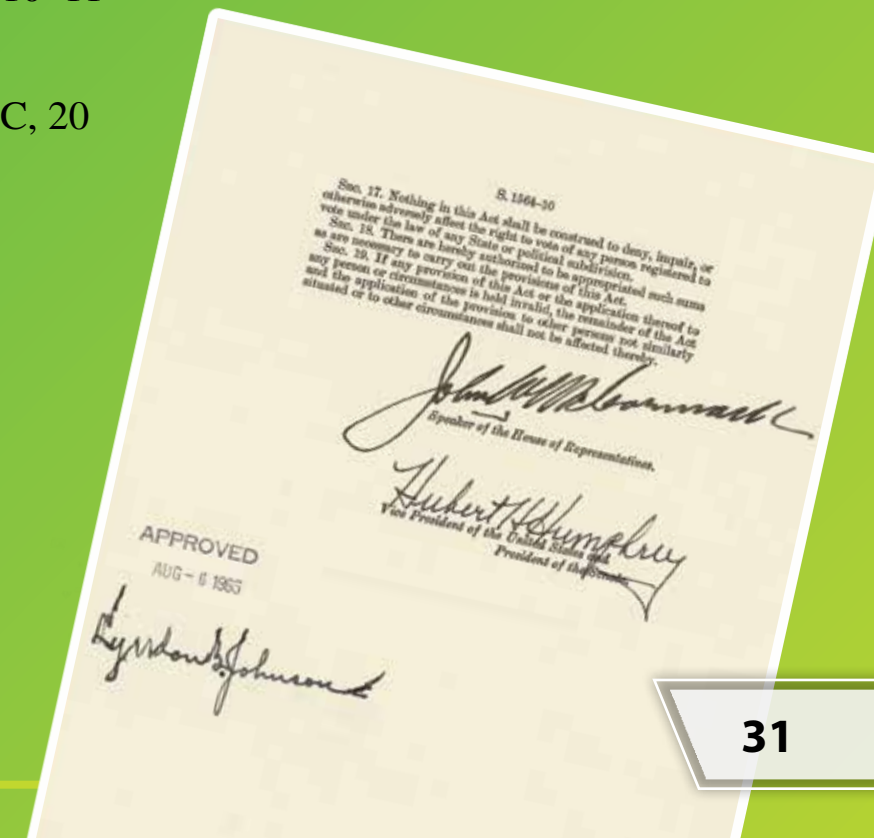


# Glossary

- boycott**—to not buy, use, or participate in something as a way to protest
- civil rights**—the rights that every person should have
- devoted**—decided that something will be used for a special purpose
- doctorate**—the highest degree that is given by a university
- integrated**—allowing all types of people to be included
- memorial**—something that keeps alive the memory of an event or person
- minister**—a religious leader
- protests**—things said or done that show disagreement with something
- racess**—groups of people with common ancestry
- segregation**—the practice of separating groups of people based on their race or religion
- self-respect**—respect for oneself as a human being

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## Your Turn!



### Is It Fair?

Martin Luther King Jr. was arrested for breaking laws that he thought were unfair. He wrote a letter from jail. The letter encouraged people to keep working together for everyone's fair treatment. Write a letter of your own about how we can treat one another fairly. Draw a picture to go with your writing.

## Read and Respond

1. Why did Martin have to go to a different school than his friends?
2. Why did Martin move from Boston to the South?
3. What could be another title for the "I Have a Dream" speech?
4. How did Martin's family impact his life?
5. How would you feel if you were treated unfairly?
6. Write a poem telling how Martin was a leader.